



Long Term Curriculum Overview 2020/21 – Spring Term

Subject: PSHE

Year: 3

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

	<p>Spr1 Perseverance Tolerance of Others Beliefs</p> <p>Healthy Lifestyle/ Health and Wellbeing – Understand risk/ resisting Pressure</p>	<p>Sp2 Trust Mutual Respect</p> <p>Relationships What is a healthy relationship?</p>
<p>Week 1 To always explore the British Value of the Term</p>	<p>British Values Tolerance of Other Beliefs</p> <ul style="list-style-type: none"> • Tolerance of Other Beliefs (What does this mean) – refer back to the Diversity learning from Aut2 	<p>British Values Mutual Respect</p> <p>22nd February-7th March Fair-Trade Fortnight</p>

<p>Week 2</p>	<p>Can I understand what peer pressure is?</p> <ul style="list-style-type: none"> • Identifying risk and understanding the influences of peer pressure • Identifying controlling behaviours associated with peer pressure. • What are the risks and factors of peer pressure? <p>(1st – 7th February Children’s Mental Health Week)</p>	<p>Can I identify different types of relationships? Can I explore the idea of ‘family’?</p> <ul style="list-style-type: none"> • Exploring a variety of relationships • Shared characteristics of a healthy family life. • How do our families differ?
<p>Week 3</p>	<p>Exploring Mental Health</p> <ul style="list-style-type: none"> • Can I discuss my feelings and worries? • Just like physical health, is part of daily lifestyle • Who is your trusted adult for support 	<p>Can I understand the role of marriage, why people get married and how marriage has changed over time?</p> <ul style="list-style-type: none"> - Diversity in families ‘Valuing all God’s Children’ - Recognising different types of relationships/marriage and civil partnerships -
<p>Week 4</p>	<p>Aspirations – Aiming High</p> <ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements; set • Exploring some jobs are paid more than others but some people choose voluntary work (unpaid) – how does this help the environment/people around the world (charity) 	<p>Can I explain what makes someone special?</p> <ul style="list-style-type: none"> • Who do I have a healthy relationship with and why? • Who are my Support Network • Why are my relationships healthy? <p>(Appropriate/Not Appropriate)</p>

<p>Week 5</p>	<p>Internet Safety Day 9thFebruary</p> <ul style="list-style-type: none"> • Keeping Safe Online • How to respond appropriately and safely <p>Assessing reliability of information online and in the media.</p>	<p>Can I understand and challenge stereotypes?</p> <p>Stereotyping</p> <ul style="list-style-type: none"> • Gender • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) – Stonewall Resources.
<p>Week 6</p>	<p>Can I say what makes me feel worried and what I can do about it?</p> <ul style="list-style-type: none"> • Where to get advice and report concerns if worried about their own or someone else's personal safety (including online) • About keeping something confidential or secret 	<p>Expect Respect Teaching - Priority (Consent)</p> <p>To be visited Session 2 Summer Term 1.</p>
<p>Week 7</p>	<p style="background-color: #cccccc;"> </p>	<p> </p>